

WODENSBOROUGH ORMISTON ACADEMY
PUPIL PREMIUM STRATEGY STATEMENT
2023/2024



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wodensborough Ormiston Academy
Number of pupils in school	1184
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	26/10/2023
Date on which it will be reviewed	August 2024 (1/2 termly)
Statement authorised by	Leigh Moore, Principal
Pupil premium lead	Christine Jones, AAP
Governor / Trustee lead	Sally Satchwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£569,768
Recovery premium funding allocation this academic year	£168,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£738,028

Part A: Pupil premium strategy plan

Statement of intent

At Wodensborough Ormiston Academy, we believe that every child has the potential to achieve and go on to succeed in life regardless of their background or starting point. We understand that for disadvantaged students there may be additional challenges which can hinder engagement and achievement and we realise that for many young people, the impact of the global pandemic has exacerbated this. Thus, the primary aim of the pupil premium funding at WOA is to identify and overcome barriers to engagement and learning, so that our pupils can gain any lost ground in order to achieve their full potential.

Our ultimate objectives for disadvantaged pupils at WOA:

- **Attend to Achieve:** We know that if pupils are in school, they are safe and they are able to learn. We want all disadvantaged pupils to attend school, on time every day.
- **Behaviour for Learning:** We understand that some disadvantaged pupils have additional needs in relation to behaviour and engagement and this can form an additional barrier to academic achievement. We are an inclusive school and aim to ensure that all pupils have access to early intervention and the targeted support they need to be able to engage fully in their learning.
- **We Care:** We know that for many disadvantaged young people, their social, emotional, mental health and well-being is a barrier to engagement and achievement. We intend for every child to have the additional support and guidance they need to be able to thrive.
- **Gaining Ground:** The impact of the global pandemic has had a more profound impact on the learning and progress of disadvantaged pupils. For this reason, we aim to provide additional resources and targeted academic support to ensure that pupils are able to gain any lost ground in relation to their learning, with a specific focus on the basic skills of literacy and numeracy.
- **Raising Achievement:** Evidence shows that for disadvantaged pupils, it can be more difficult to achieve academic success. At WOA we strive to ensure that every child has equality of opportunity in relation to high quality teaching and additional targeted intervention.
- **The Pledge:** We believe that every child has the right to an enriched curriculum. We provide additional opportunities for all disadvantaged students within, and outside of, the core curriculum so that they can all experience first-hand a visit to a site of historical, geographical, spiritual and cultural significance during their time at WOA.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																																				
1	<p>Attendance & Persistent Absence – for some disadvantaged pupils attendance is a key barrier to engagement and learning.</p> <p>In 2022/23: 87.88% PP attendance compared to 90.53% NPP.</p> <p>By year group for year 2022-2023 the attendance of PP pupils was:</p> <p>Year 7: 92.5%</p> <p>Year 8: 89.5%</p> <p>Year 9: 90.6%</p> <p>Year 10: 88.6%</p> <p>Year 11: 88.9%</p> <p>Year 12: 83.7%</p> <p>Year 13: 56.2%</p> <div data-bbox="387 813 1114 1272" style="border: 1px solid black; padding: 5px;"> <p>On average, pupils eligible for FSM or with SEN have higher absence rates than their peers England, state-funded schools, 2021/22</p> <table border="1"> <thead> <tr> <th></th> <th>Absence rate</th> <th>% of pupils missing at least 10% of sessions</th> <th>% of pupils missing at least 50% of sessions</th> </tr> </thead> <tbody> <tr> <td>National average</td> <td>7.6%</td> <td>22.5%</td> <td>1.7%</td> </tr> <tr> <td colspan="4">Special educational needs (SEN)</td> </tr> <tr> <td>EHC plan</td> <td>12.1%</td> <td>36.9%</td> <td>5.2%</td> </tr> <tr> <td>SEN support</td> <td>10.0%</td> <td>32.0%</td> <td>3.0%</td> </tr> <tr> <td>No SEN</td> <td>6.9%</td> <td>20.0%</td> <td>1.0%</td> </tr> <tr> <td colspan="4">Free school meals (FSM)</td> </tr> <tr> <td>FSM</td> <td>10.8%</td> <td>37.2%</td> <td>3.0%</td> </tr> <tr> <td>Not eligible for FSM</td> <td>6.5%</td> <td>17.5%</td> <td>0.9%</td> </tr> </tbody> </table> </div>		Absence rate	% of pupils missing at least 10% of sessions	% of pupils missing at least 50% of sessions	National average	7.6%	22.5%	1.7%	Special educational needs (SEN)				EHC plan	12.1%	36.9%	5.2%	SEN support	10.0%	32.0%	3.0%	No SEN	6.9%	20.0%	1.0%	Free school meals (FSM)				FSM	10.8%	37.2%	3.0%	Not eligible for FSM	6.5%	17.5%	0.9%
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2	<p>SEMH needs – some disadvantaged pupils have social, emotional and mental health needs and for some, this has been exacerbated by the global pandemic and the current economic climate which has seen more of our families plunged further into poverty.</p>																																				
3	<p>Behaviour – some disadvantaged pupils can display challenging behaviours and this can result in poor engagement rates as they are thus more susceptible to fixed term exclusion. Some of these pupils have additional vulnerabilities such as SEND or are known to external agencies such as Children’s Social Care. Whilst our overall FTS rates were below the national %, in 2022/2023 at WOA:</p> <p>36/111 NPP</p> <p>75/111 PP</p> <p>Post-pandemic, our disadvantaged pupils have struggled most to reintegrate in to school and social settings. FTS for disadvantaged pupils have increased YOY whilst reducing for non-disadvantaged pupils.</p> <p>This is why interventions to reduce FTS for disadvantaged pupils remain a priority.</p>																																				

4	Able disadvantaged students are most at risk of underperforming nationally and this was the case for WOA in relation to the 2023 results.
5	<p>Literacy levels – 27% of pupils left primary school with weak reading skills and this increases to 38% of children from disadvantaged backgrounds. Our current Year 11 arrived at WOA below age-related expectation and this trend is mirrored in Y8-10.</p> <p>Before the pandemic, the disadvantage gap index had reduced between 2011 and 2018 - indicating that the attainment gap between disadvantaged pupils and their peers was becoming smaller - before remaining at a similar level between 2018 and 2019. The index increased in 2022 to the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic had a greater impact on disadvantaged pupils.</p>
6	Gaps in learning – there is a significantly higher proportion of disadvantaged pupils with a loss of learning historically, as a result of the partial school closure periods, compared to non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Good levels of attendance / reduced levels of persistent absence.	<ul style="list-style-type: none"> • Good levels of attendance / reduced levels of persistent absence. • YOY improvement in overall attendance (and above NA%) • YOY reduction in PA (and above NA%) • Friday 'Wheel of Wonder' and other attendance incentives
All pupils who need additional support for behaviour and engagement to be identified and to receive it.	<ul style="list-style-type: none"> • 'The Hub' SEMH resource base established as a Hub and model of effective practice - All pupils identified. • All identified pupils to have access to targeted and timely intervention. • The impact of intervention will result in improved attendance, behaviour and outcomes
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects at KS3.	<ul style="list-style-type: none"> • Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.

	<ul style="list-style-type: none"> • Routines embedded and monitored across the whole academy after extensive staff CPD to focus on quality teaching and learning and consistency within classrooms
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • We care, eco ambassadors, student LT, year 9 student leaders
All pupils who need additional support for SEMH to be identified and to receive it.	<ul style="list-style-type: none"> • All pupils identified (i.e. SDQ testing). • All identified pupils to have access to targeted and timely intervention. • The impact of intervention will result in improved attendance, behaviour and outcomes.
All pupils who need additional support to gain lost ground as a result of lost learning / the global pandemic to be identified and to receive it.	<ul style="list-style-type: none"> • All pupils identified (i.e. diagnostic / summative / formative assessment). • All identified pupils to have access to targeted and timely intervention. • The impact of intervention will result in improved attendance, behaviour and outcomes. • Gaining Ground strategy to be fully embedded and to yield measurable impact in relation to attendance, engagement, behaviour and outcomes
All disadvantaged pupils to have full access to an enrichment entitlement.	<ul style="list-style-type: none"> • All disadvantaged pupils to have experienced first-hand a visit to a site of historical, geographical, spiritual and cultural significance.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £129,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject specific CPD for staff.	The quality of teaching is one of the most important factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up to 1.4 years of progress when teaching is effective (Sutton Trust 2011).	4, 5, 6,7-8
Support staff CPD (including Fresh Start Reading and Lexo-nic).	The quality of teaching is one of the most important factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up to 0.4 months of progress when benefitting from targeted LSA support (EEF Toolkit).	4, 5, 6, 7-8
Enhancement of our maths teaching and curriculum.	The quality of teaching is one of the most important factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up to 1.4 years of progress when teaching is effective (Sutton Trust 2011).	4, 5, 6, 7-8
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund CPD and provide additional interventions for all pupils who are identified as needing at following GL Assessment Testing.</p> <p>Reading in form time, with form tutor modelling fluent reading.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:word-gap.pdf (oup.com.cn)</p> <p>A 2021 OECD report stating that PISA data consistently shows that engagement in reading is strongly linked to progress. Research by the Institute of Education has also found that the benefits of reading continue as children get older, with the combined effect on children's progress at 16 of regularly reading books and newspapers and visiting the library "four times greater than the advantage children gained from having a parent with a degree. Reading can</p>	4

	lessen or even eliminate the impact of early life disadvantage.	
Additional leadership capacity to develop teaching and learning for disadvantaged pupils.	The quality of teaching is one of the most important factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up to 1.4 years of progress when teaching is effective (Sutton Trust 2011).	4, 5, 6,7-8

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £52,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expanded our targeted support for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. This also includes the purchase of additional intervention packages i.e. Lexonics (staff CPD included).	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	4
Additional Reading Coaches x2	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one to one model as the evidence KS3: 100 pupils. On average, reading comprehension approaches deliver an additional six months' progress. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	4
Expansion to Gaining Ground Team: 2 x Gaining Ground Teachers 2 x Gaining Ground Tutors in English	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	4,5,6,7-8

1.5 x Gaining Ground Tutors in maths	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Extending School Time – targeted revision and resources for identified students.	The average impact of extending school time is approx. +3 months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.	3,4,5,6,7-8

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £556,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attend to Achieve Strategy: - Attendance & Engagement Manager - Family Liaison Manager - EWO Service	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Targeted behaviour interventions can result in +4 months progress.	1,2,3,7-8
Team Ambition Intervention: - TA Coach x 3 - TA Manager - SLA for inclusion support CPD	Social Emotional and Learning Interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school, with on average 4 months additional progress on attainment.	
We Care Team: targeted intervention - School Counsellor - Therapeutic Mentor - Speech & Language Therapist - MHST Service		
West Bromwich Albion Foundation Coach / Mentor		
Boxclever Mentoring Programme		

My Bro mentoring	Social Emotional and Learning Interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school, with on average 4 months additional progress on attainment.	
WWB	<p>It is widely recognised that disadvantaged pupils have less access to opportunities which can enrich their lives and broaden their horizon. The EEF Toolkit says that aspiration programmes will raise attainment, if additional academic support is also present. It goes on to say that the underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills and characteristics required to achieve them.</p> <p>We have developed a CEIAG package focused on apprenticeships and outcomes to achieve this. Package developed with academy CEIAG lead and working with other local colleges and apprenticeship providers to ensure PP boys are aware of range of post 16 options as well as the route to achieving success on these courses post 16</p>	
The Pledge – enrichment entitlement for disadvantaged students. - Visits / trips - Student leadership - Cadets - DofE	It is widely recognised that disadvantaged pupils have less access to opportunities which can enrich their lives and broaden their horizons. At WOA we aim to ensure that no child is disadvantaged when it comes to opportunities for enrichment and cultural capital.	1-7-8
Parental Engagement: - Parent Forum - SAFL - Leader / LPPA	The EEF toolkit says that parental engagement is consistently associated with pupils' success at school, but evidence about how to improve attainment by increasing parental engagement is less conclusive. There is on average 2-3 months positive impact when we increase parental engagement.	1-7-8
Raising Aspirations programme: - CEIAG - Smart Start - Positively You	The EEF Toolkit says that aspiration programmes will raise attainment, if additional academic support is also present. It goes on to say that the underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills and characteristics required to achieve them. We have therefore focused on ensuring that students have the knowledge and skills to progress towards their aspirations rather than intervene to change the aspirations themselves. We have also ensured that this is not something we look at in isolation, but alongside academic interventions.	1-7-8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £738,028

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. This was in part due to the impact of CV19 and lockdowns and changes to grade boundaries. Whilst all pupils have been adversely impacted to varying degrees, for the disadvantaged cohort at WOA the impact has been huge. The academy has seen an increase of over 10% of pupils receiving FSM between pre- and post-pandemic. This situation has only been worsened by the current economic climate.

Whilst we overhauled our curriculum and implemented a wide range of interventions including the employment of Gaining Ground tutors, this did not mitigate against the damage to education in all cases.

Although overall attendance in 2022/23 was lower than in pre-pandemic years at 90.8%, it was marginally higher than the national average. Absence among disadvantaged pupils was 87.88% whereas our non-disadvantaged was 90.53% which is why attendance is a focus of our current plan.

The attendance gap has narrowed but overall has not yet reached pre-pandemic rates:

2019/2020 disadvantaged 92.72%, non-disadvantaged 96.5%

2020/2021 disadvantaged 89.5%, non-disadvantaged 95%

2021/2022 disadvantaged 86.82% non-disadvantaged 93.28%

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year – we believe that this is due to an increase in poverty rates and the impact that CV19 has had on the socio-economic circumstances of our community. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing and expanding this approach in the current academic year.

Externally provided programmes

Programme	Provider
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Mentoring	West Bromwich Albion Foundation My Bro Mentoring
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